Montana Comprehensive Assessment System (MontCAS)
Criterion-Referenced Test Alternate Assessment (CRT-Alternate)

Spring 2009

CRT-Alternate Administration Manual

TEST COORDINATOR CRT-ALTERNATE PROCEDURAL CHECKLIST

Before Testing

1. Notify schools about testing.

2. Receive memo with password and directions to access the CRT-Alternate Test Booklets online.

3. Print and distribute the CRT-Alternate Test Booklets and the CRT-Alternate Administration Manual to teachers administering the CRT-Alternate.

4. Receive and distribute the Test Material Kits and teacher training CDs to test administrators. Since the Test Material Kits do not change from year to year, some schools and grades may already have kits.
   - Those schools and grades will receive requested replacement materials and the training CD.
   - Schools administering the CRT-Alternate for the FIRST TIME, or the first time administering a specific grade, will receive new Test Material Kits. The training CD will be in a pocket of the kit.

5. Let teachers know the CRT-Alternate Administration Manual and Scoring Rubric are on the material CD, as well as online at:
   - http://www.opi.mt.gov/Assessment/Phase2.html#TAAlt
   - http://www.measuredprogress.org – Under "quick Links" scroll down to select "Clients," select "Montana," then select "MontCAS Alternate Assessment."

6. Distribute the CRT-Alternate Return Materials (the contents found in the clear plastic bags) containing one of the following:
   - Student Response Booklet (SRB)
   - white plastic envelope labeled "For return of CRT-ALTERNATE Test Materials"
   - Self Check Checklist
   - training questionnaire
   - packing instructions

Test Coordinator CRT-Alternate Procedural Checklist continued…

After Testing

1. Verify each test administrator placed a student barcode label on the Student Response Booklet, or completed page 1 of the SRB with a valid Student Identification Number.

2. Verify each test administrator wrote the student's full name on the following student materials:
   - CRT-Alternate Test Booklet
   - Evidence Templates
   - Teacher Recording Sheets for Evidence Templates

3. Be sure the test administrator indicated (on page 2 of the SRB) the student took the Alternate Assessment.

4. Check to ensure the test administrator answered the training questions (found on the yellow paper inside the clear plastic bag with the SRB) on the last page of the SRB.

5. Materials for each student should be packaged separately in the white plastic envelopes marked "For Return of CRT-ALTERNATE Test Materials." **There should be one white plastic envelope per student**. Each of the following items should be placed in the plastic envelope:
   - CRT-Alternate Test Booklet
   - Evidence Templates
   - Teacher Recording Sheets for Evidence Templates
   - Student Response Booklet
   - Material Replacement Form (if necessary)

6. Verify the materials above have been placed in the white envelope. Please return CRT-Alternate materials separately from the CRT materials. The white envelopes already have UPS Return Service Labels affixed to them.

7. Seal the envelope.

March 27, 2009: Mandatory UPS 1-day pick-up for all CRT-Alternate testing materials.

TEST ADMINISTRATOR CRT-ALTERNATE PROCEDURAL CHECKLIST

Before Testing

1. Receive secure CRT-Alternate Test Booklet and CRT-Alternate Administration Manual from Test Coordinator.

2. Receive Test Material Kit, material CD and training CD.

3. Receive CRT-Alternate Return Materials that contain return materials and instructions for packaging the assessment from Test Coordinator.

    a. Print the CRT-Alternate Administration Manual and Scoring Rubric (if you did not receive either from your Test Coordinator) from the material CD or online at http://www.opi.mt.gov/Assessment/Phase2.html#TAAlt or www.measuredprogress.org (scroll down to select "Clients," select "Montana," select "MontCAS Alternate Assessment," download the materials needed and print).

4. View the training CD, and review the Self Check Checklist.

5. Read the CRT-Alternate Administration Manual and the CRT-Alternate Test Booklet.

6. Adapt materials for student if necessary.

7. Schedule time for administration and/or support.

During Testing

1. Administer the assessment (the testing window is February 10 – March 25, 2009; it is suggested the first week be used to view the training CD and prepare materials).

2. Fill out Student Evidence Templates and Teacher Recording Sheets during administration using the templates provided.

3. Save Evidence Templates and Teacher Recording Sheets to submit with the CRT-Alternate Test Booklet after testing.

4. Call your Test Coordinator if you have questions or need additional test materials.

TEST ADMINISTRATOR CRT-ALTERNATE PROCEDURAL CHECKLIST CONTINUED…

After Testing

1. Place a student barcode label on the SRB. If you did not receive a student barcode label:
   - **For Public Schools:** please contact your system test coordinator to obtain a State Student ID from the person responsible for entering student data into the AIM system. A completed SRB must be returned with a barcode label or a state student ID.
   - **For private schools, treatment facilities, or schools testing home schooled students:** please contact Judy Snow at 406-444-3656 or jsnow@mt.gov for information on barcode labels and/or coding.

2. Write student's name and teacher name on the Student Response Booklet (SRB) and transfer the scores from the CRT-Alternate Test Booklet to the SRB (last section of the SRB).

3. Answer the teacher training questions on the yellow paper found with the Return Materials (clear plastic bag with the SRB) on the last page of the SRB.

4. Complete and save the Self Check Checklist for your future reference.

5. Write the student's full name on the:
   - Cover of the CRT-Alternate Test Booklet
   - Evidence Templates
   - Teacher Recording Sheets

6. **One white plastic envelope** is provided for **each** student who took the CRT-Alternate. Place the following materials in the envelope labeled "For Return of CRT-ALTERNATE Test Materials":
   - CRT-Alternate Test Booklet
   - Evidence Templates
   - Teacher Recording Sheets
   - Student Response Booklet
   - Material Replacement Form (if necessary)

7. DO NOT SEAL THE ENVELOPE, AS YOUR SYSTEM TEST COORDINATOR WILL REVIEW THE CONTENTS

Return all envelopes to Test Coordinator on or before **March 26, 2009**.

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INTRODUCTION

Purpose of the CRT-Alternate Assessment (MontCAS)

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and that students with disabilities have access to the general curriculum. The No Child Left Behind Act (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language) on a disaggregated basis. These federal laws reflect an ongoing concern about equity: All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal.

To provide an option for participation of all students in the state's accountability system, including those for whom a paper and pencil test is not appropriate; Montana has developed the Criterion-Referenced Test-Alternate (CRT-Alternate). It is expected that only those Individuals with Disabilities Education Act (IDEA)-eligible students with the most significant cognitive disabilities will participate in the CRT-Alternate.

PARTICIPATION GUIDELINES

The decision as to how a student with disabilities will participate in the state's accountability system is made by the student's Individualized Education Program (IEP) team. When considering whether students with disabilities should participate in the CRT-Alternate, the IEP team should answer each of the questions in the chart below:

For each of the statements below, answer yes or no		
Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?	*YES*	*NO*
Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?	*YES*	*NO*
Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?	*YES*	*NO*
Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?	*YES*	*NO*

- *If the answer is "NO" to <u>any</u> of the above questions, the student must participate in the regular CRT.*
- *If all answers are "YES," the student is eligible to take the alternate and considered to be a student with a significant cognitive disability.*

> **The decision to have a student participate in the CRT-Alternate**
> **<u>may not be based on:</u>**
> - excessive or extended absence;
> - disability category;
> - social, cultural or economic difference;
> - the amount of time receiving special education services; or
> - academic achievement significantly lower than his or her same age peers.

ADMINISTRATION PROCEDURES

Who should administer the CRT-Alternate?

The special education teacher is the individual who typically administers this assessment. If this is not possible, the test administrator must be someone who is certified, has worked extensively with the student, and is trained in the assessment procedures.

The test administrator may find it helpful to ask another person in the school to assist with the administration. This additional person may include but is not limited to the following:
- parent/guardian
- general education teacher
- paraprofessional
- related service provider (speech/language therapist, psychologist, occupational or physical therapist, etc.)
- school counselor
- principal
- other educational professional

Overview and structure of the CRT-Alternate

The CRT-Alternate is an evidence-based test that is aligned with Montana's content standards through expanded benchmarks, and measures student performance based on alternate achievement standards.

For the spring 2009 administration, the CRT-Alternate consists of tasklets (short activities) in reading and mathematics for students in grades 3–8 and 10, as well as science for students in grades 4, 8, and 10. The CRT-Alternate consists of five tasklets per content area with five or six items in each tasklet. The components of the test are identified below to provide an overview of the test and an introduction to terminology used to describe the test's structure. Each component of the test is described in detail in later sections of this manual.

- Rubric
  - Matrix that describes various levels of achievement for each test item
  - Rubric incorporates increasing levels of teacher support designed to elicit a correct response from the student
  - Rubric incorporates a numerical scale that extends from 4 to 0

- Scoring
  - Scoring system structured by rubric
  - Student performance on each item is scored based on amount of assistance required to elicit correct response
  - Scoring rules guide the test administrator if the student is unresponsive, uncooperative, or repeatedly unsuccessful with test items

- Scaffolding
  - Systematic process of providing increasing levels of assistance on each test item
  - Aligned with the rubric
  - Test booklet provides teacher instruction and suggested language to scaffold each test item

Organization of Information in test booklet

The first page of each reading, mathematics, and science tasklet describe the following:
- <u>Content Standards Addressed</u> – The content standards and benchmarks that are being measured.
- <u>Activity</u> – A brief explanation of the tasklet activity.
- <u>Materials Provided and Other Materials Needed</u> – The materials provided in the Material Kit are listed, as well as the teacher supplied materials, along with information on substituting and adapting materials.

The second page of all the reading tasklets has the reading passage in text format only. The passage is available in a storybook format with graphics and a word/picture version in the Test Material Kit.

The following pages in the Test Booklet present information in this four column format:

Materials	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials the teacher needs to supply.	This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, and suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed. Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.

Documenting evidence of student performance

As mentioned earlier, the CRT-Alternate is an *evidence-based* test. In all grades and content areas, a magnifying glass 🔍 in the "Student Work, Student will" column of the test booklet indicates test items for which evidence of the student's response must be collected. Two forms must be completed for each test item requiring evidence. One form allows the teacher to document the way in which the student responded to the item; the second form captures the student's final response. By reviewing the information contained on these two forms, it is possible to visualize the student's complete response to the test item.

Evidence Template Teacher Recording Sheet
The Evidence Template Teacher Recording Sheet provides a format to document the entire sequence of responses made by the student to the test item. As the test item is presented to the student, the teacher documents the modality used by the student to communicate a response, as well as the accuracy of the response at each step of the scaffolding process. Recording ends when the student demonstrates a correct response, with or without teacher scaffolding. This form allows the test administrator to record information about each item on a single form if there is more than one test item requiring evidence in a single tasklet. This sheet is located in the Test Booklets at the end of each tasklet that requires student evidence. The test administrator may use the templates directly from the Test Booklet. A sample of the Evidence Template Teacher Recording Sheet is provided on the next page of this manual.

Student Evidence Templates
Student Evidence Templates are intended to document the student's FINAL response for the test item for which evidence is being collected. Templates used to document student performance are provided in the Test Booklets at the end of each tasklet that requires student evidence. The test administrator may use the templates directly from the Test Booklet. **Student Evidence Templates should be completed by the Test Administrator.** Students are no longer assisting in or completing the Student Evidence Templates, therefore adapted versions of the templates are no longer provided in the Test Material Kits or on the Material CDs. Note: The title of the templates vary depending on test content.

> **PLEASE NOTE: The student's name must be written on each Student Evidence Template and Teacher Recording Sheet. Student Barcode Labels are NOT required. These forms must be returned to Measured Progress with the CRT-Alternate Test Booklet.**

EVIDENCE TEMPLATE TEACHER RECORDING SHEET

Reading Tasklet 5		Item 2	Item 4
Describe how the student communicated their response.	• Used words to respond .... • Used communication device/display ...... • Pointed to/manipulated task materials ... • Used auditory scanning .... • Used gestures/sign language .... • Other form of communication	❑ .... ❑ .... ❑ .... ❑ .... ❑ .... ❑ _____ _____ _____	❑ .... ❑ .... ❑ .... ❑ .... ❑ .... ❑ _____ _____ _____
Describe student's initial response to the task before scaffolding.	• Correct response .... • No response .... • Incorrect response	❑ .... ❑ .... ❑	❑ .... ❑ .... ❑ ....
If applicable, describe the student's response after level 3 scaffolding.	• Correct response .... • No response .... • Incorrect response	❑ .... ❑ .... ❑	❑ .... ❑ .... ❑ ....
If applicable, describe the student's response after level 2 scaffolding.	• Correct response .... • No response .... • Incorrect response	❑ .... ❑ .... ❑	❑ .... ❑ .... ❑ ....
If applicable, describe the student's response after level 1 scaffolding.	• Correct response .... • No response .... • Incorrect response	❑ .... ❑ .... ❑	❑ .... ❑ .... ❑ ....
If applicable, check the box and describe the student's behavior if the student was not responsive to the task.		❑ _____ _____ _____ _____ _____ _____	❑ _____ _____ _____ _____ _____ _____

Write student name here.

Administrator Questionnaire

The last page of each content area in the test booklet contains a list of questions for the test administrator to answer after the administration of the reading, mathematics, and science tasklets. Transfer this information to the Student Response Booklet after testing. Below are the questions for grades 3, 5, 6, and 7.

The following information will be collected in the Student Response Booklet for each student after the administration of EACH content area for grades 3, 5, 6, and 7:

Content exposure/generalization	YES
1. The materials used and/or the information assessed in these test activities was new to the student.	O
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.	O
3. The materials used and/or the information assessed in this test activity is very familiar to the student.	O

Test Administration	YES
4. The student completed all five tasklets.	O
5. The student completed the Evidence Template(s), and it is attached to the CRT-Alternate Test Booklet.	O
6. A student barcode label is attached to the Evidence Template(s).	O
7. The Teacher Recording Sheet for each piece of student evidence is completed.	O
8. A student barcode label is attached to the Teacher Recording Sheet(s).	O
9. Did you view the teacher training CD provided with the test materials before administering the test?	O
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) – 4 (extremely valuable)?	O 1 O 2 O 3 O 4

Administration time	Total time	
11. Set up/planning time	O ½ hr. O 1 hr. O 2 hr.	O 3 hr. O 4 hr. O 5 hr. or more
12. Time directly administering the tasklets	O ½ hr. O 1 hr.	O 2 hr. O 3 hr. or more
13. Test administration sessions	O 1 day O 2 days O 3 days	O 4 days O 5 days O 6 or more days
14. How often did you use the break between the tasklets?	O Always O Sometimes O Never	

Assessment materials used	YES
15. Materials consisted primarily of written text.	O
16. Materials were primarily nontext (e.g., pictures/videos, real objects).	O
17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) – 4 (extremely helpful)?	O 1 O 2 O 3 O 4
18. Did you use the materials CD provided in the materials kit?	O
19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful) – 4 (extremely helpful)?	O 1 O 2 O 3 O 4

Individualized adaptations used	YES
20. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellitools keyboard, etc.)	O
21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.)	O
22. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.)	O
23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.)	O
24. Other (please indicate):	O

Getting ready

Advance preparation is critical for implementing the CRT-Alternate. Before beginning test administration, it is necessary to complete the following steps:

- Receive the secure CRT-Alternate Test Booklet from your test coordinator.
- Receive Test Material Kit, CD with test materials, and test administrator training CD. Review the materials to see if any modifications are needed for your student.
    - View test administrator training CD
- Print the Scoring Rubric and/or CRT-Alternate Administration Manual from the material CD or download from www.measuredprogress.org (scroll down to select "Clients," select "Montana," select "MontCAS Alternate Assessment," to reach *Nonsecure CRT-Alternate Test Materials)*
- Read the CRT-Alternate Administration Manual to become familiar with the test administration and scoring procedures.
- Read the CRT-Alternate Test Booklet to become familiar with the tasklets and performance indicators*.*
- Consider how the student will access and respond to the tasklets. Determine the adaptations and supports that the student will need.
- Check to ensure that you have all of the materials and resources you will need to complete the assessment. Some test materials are not included in the Material Kit, and must be gathered prior to testing. For example, a grade 10 mathematics tasklet asks the student to measure the distance of a street on a map. The test administrator needs to supply the student with an actual ruler that the student is most familiar with. Additionally, the test items are structured so the student is typically presented with a total of four choices at the beginning of each item. Test administrators should be prepared to either cut apart these choices prior to test administration, or have material, such as a sheet of paper or sticky note, in order to cover up incorrect choices during scaffolding.
- Provide and/or customize the assistive technologies that the student needs to access the materials and respond to the test activities.
- Schedule the assessment administration session for a time and place that are optimal for student effort and focus.

General guidelines for administering the CRT-Alternate

Several important considerations must be kept in mind while the assessment is being administered:

- Accurate scaffolding and scoring are very important. You may want assistance in observing the student and organizing materials to aid in accurate administration and scoring. A more detailed explanation of scaffolding and scoring is provided in the Scoring Directions section of this manual.

- You may write notes and scores in the CRT-Alternate Test Booklet as you administer the assessment. The Student Response Booklet should be filled in using the data you recorded in the CRT-Alternate Test Booklet. The answer filled in on the Student Response Booklet will be the official score.
- Score as you go. Score each performance indicator as it is completed, before you start the next item.
- Watch the student for indications that a break may be needed. Breaks are inserted in the test booklet. You may choose to stop at them or at another point in the assessment.

Topic	Tasklets in ALL Grades and Content Areas
Format	- Five tasklets (short activities) per content area - Five or six items per tasklet
Introductory Items	- First item in each tasklet - Designed to get student's attention, introduce the activity, and show materials that will be used - Scored at levels 4 or 0 of the rubric
Breaks	- Breaks between each tasklet
Reading Passage	- Page 2 of each reading tasklet
Student Evidence	- 1-2 tasklets in each content require student evidence - 2 forms need to be filled out for each item that requires evidence
Scoring Rule	- Student must try every tasklet - Halt the administration of a tasklet only if the student scores a 0 for three consecutive items after administering the tasklet in two different test sessions
Materials Kits	- Tabs in the Material Kits are labeled by content and tasklet number

SCORING DIRECTIONS

Using scaffolding to gather student performance information

Scaffolding is a process of providing the student the support needed to respond to the test items. During daily instruction, many strategies are used frequently to ensure that a student experiences success. For example, if a student is unable to make a correct choice from a display of 4 pictures, the teacher reduces the complexity by removing one of the choices. Scaffolding serves this same function and is provided so the student will experience success in completing each tasklet. An important result of scaffolding is it helps the student demonstrate knowledge and skills. These skills can be described and measured, resulting in an accurate picture of what the student can do.

The scoring system in the CRT-Alternate is built on increasing amounts of scaffolding, provided only when the student does not respond or responds incorrectly. This approach is sometimes described as a "least to most" prompt hierarchy.

Each tasklet begins with items that introduce the subject and materials that will be used throughout the tasklet. These items are scored as either a 4 (student responds accurately and with no assistance) or a 0 (student does not respond or actively resists).

After these items are scored, each subsequent item within the tasklet is scored on a five-point scale 4–0, with "4" representing a correct, independent response and "1" representing a correct response that has been completely guided by the teacher. A score of "0" is used when the student does not respond, or actively resists participation.

A script is provided for scaffolding for each of the test items scored on all five levels of the rubric. It describes the prompts that can be used to scaffold the student to a level 3, level 2, or level 1. It may be used verbatim or modified by the test administrator to meet the needs of the student. For each test item, level 1 prompting is full support from the test administrator to guide the student to the correct response. Depending on the student and the test item, this may involve physically guiding the student to the correct response, or some other form of support that ensures the student responds correctly.

**It is critical the test administrator deliver each item in a way that allows the student the opportunity to score at level 4**. Assume that the student can respond independently to each item, even if that is not the usual instructional practice. Follow the guidelines to observe the student demonstrating the performance required, and allow adequate wait time for the student to process the information and respond without assistance. Do not repeat the question multiple times. Then, if the student does not respond or responds incorrectly, scaffold the student to level 3—"student responds accurately when teacher clarifies, highlights important information, or reduces the range of options to three." Again, give the student adequate wait time. If the student does not respond or responds incorrectly, scaffold to level 2—"student responds accurately when teacher provides

basic yes/no questions or forced choices between two options." If the student still does not respond with the desired behavior, scaffold to level 1—"student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance)." If the student resists participating for an item, the test administrator indicates a "0"—"student does not respond or actively resists."

Scaffolding is based on the amount of information the student needs to reach the correct response. Think of it as a funnel. If the student can respond independently (4), no further information is needed. If the student does not respond accurately or independently, more information is given about the item and the choices are reduced (3) [see script in the CRT-Alternate Test Booklet]. This funneling toward the correct response continues as the student needs more assistance – by providing specific information about the item and a forced choice between two options (2) [see script in the CRT-Alternate Test Booklet], and finally, by guiding the student to the correct response (1) [see script in the CRT-Alternate Test Booklet]. In this way, the student is not expected to "get it" or "not get it," as in most on-demand assessments. The CRT-Alternate considers the level of assistance students need to demonstrate their knowledge and skills, and thus provides more precise information about student performance and achievement. This system is sensitive to small increments of change in student performance, an important consideration in describing the learning outcomes of students with severe disabilities.

This process must be used systematically with **each** item identified for scoring within tasklets. The intent is to give the student every opportunity to perform independently on each item. A visual depiction of this process is provided below.

Scoring process flow chart
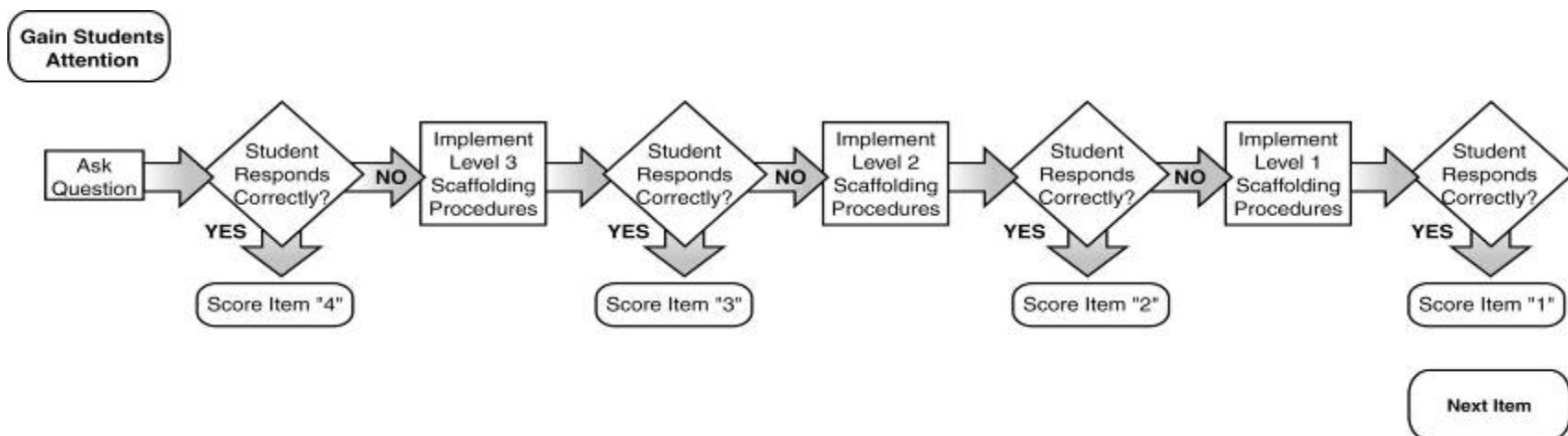
Scoring rubric

Each tasklet begins with introductory items scored at only levels 4 and 0. The rubric below is used to score remaining items on a five point scale 4–0. The test booklets provide space next to every performance indicator in which responses can be recorded in one of the four levels plus 0. **Only one response should be filled in for each item.**

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

The scoring rubric is also provided on the material CD and is available online (see the Procedural Checklist on page 2 for the websites). Please have it available for reference as you work through the tasklets with the student.

During the administration of the tasklets, the test administrator is encouraged to record the responses and any notes about the student's performance in the CRT-Alternate Test Booklet. **Later, the scores will be transferred to the Student Response Booklet.**

Scoring rule for all grades and content areas
The student must start all five tasklets in each content area. Score every item in a tasklet until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the following assessment session, re-administer the final three items on which the student scored a 0. If the student receives a level 0 on these three consecutive items again, halt the administration of the tasklet – leaving the remaining items in the tasklet blank and move on to the next tasklet. Reminder: If the student scores at level 0 for three consecutive items, the teacher must attempt to re-administer the tasklet.

Examples

Example 1: The test administrator has administered tasklet 1 and is now administering tasklet 2 of the reading test. The student has scored at level 0 on items 1 through 3. At this point, the test administrator stops the assessment. During the following assessment session, the test administrator reviews with the student the reading passage for tasklet 2 and re-administers items 1 through 3 in tasklet 2. The student scores at level 0 on items 1 through 3 again. The test administrator stops the administration of tasklet 2, does not administer the remaining 2 items, leaving them blank, and moves on to tasklet 3.

Example 2: The test administrator has administered tasklets 1 and 2 to the student and is now on tasklet 3 of the mathematics test. The student has scored at level 0 on items 2 through 4. At this point, the test administrator stops the assessment. During the following assessment session, the test administrator reviews the mathematics materials for the tasklet with the student, and re-administers items 2 through 4 of tasklet 3. This time the student scores at levels 2 and 3 on items 2 through 4. The test administrator continues to administer the remainder of the tasklet, and the student does not receive a level 0 on three consecutive items again in tasklet 3 or the remaining 2 tasklets.

Example 3: The test administrator has administered tasklets 1 and 2 to the student and is now on tasklet 3 of the science test. The student has scored at level 0 on items 3 through 5. At this point, the teacher stops the assessment. During the following assessment session, the test administrator reviews tasklet 3 science materials with the student and re-administers items 3 through 5. This time the student scores at levels 1, 2 and 3 on items 3 through 5. The test administrator continues to administer the remaining 2 tasklets. On tasklet 5, the student scores at level 0 on item 1 through 3. At this point, the test administrator stops the assessment. During the following assessment session, the test administrator reviews tasklet 5 science materials with the student and re-administers items 1 through 3. This time the student scores at level 2 on items 1 through 3. The test administrator continues to administer the remaining 2 items.

Scoring examples

This section illustrates how to use scaffolding and score a student's performance on designated items. Examples of what the test administrator might say and do at each level of the scoring rubric are shown for sample reading and mathematics test activities. Example 1 involves listening to a story and answering questions about what was read, while example 2 involves a counting item.

Student responds accurately and with no assistance. (4)
For a student's performance to be scored 4, the student must demonstrate the observable behavior without additional information or direction to the correct response from the test administrator. The test administrator may repeat the question or focus the student's attention to the test activity with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at me"; touch the student's hand or elbow). The test administrator may not give the student any additional information about what is expected, simplify the test activity, or lead the student to the desired response in any way.

Example 1	Example 2
• *When given a choice of 4 pictures/objects and asked to indicate the one related to the story just read, the student names, eye gazes to, touches, or points to the correct picture/object accurately and independently, when given adequate wait time.* • If the student responds correctly, a score of 4 is given. • If the student responds incorrectly or does not respond at all, scaffold the student to the next level.	• *When asked to count five CD cases, the student counts them all correctly, given adequate wait time.* • If the student responds correctly, a score of 4 is given. • If the student responds incorrectly or does not respond at all, scaffold the student to the next level.

<u>Student responds accurately when test administrator clarifies, highlights important information, or reduces the range of options to three. (3)</u>

The test administrator provides more information about what behavior is expected and may clarify the directions. At this point in the scaffolding, a demonstration of what is expected may be given, using an example that is parallel to the performance indicator assessed. If the item is structured in a multiple-choice format, the test administrator may remove one of the options (leaving 3 choices). The test administrator may refocus the student's attention to the test activity, with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at the pictures"; touch the student's hand or elbow).

Example 1	Example 2
• *The incorrect picture/object chosen by the student is removed, and the student is asked again to indicate the one related to the story just read. If the student did not previously respond at all, the test administrator will choose and remove one of the incorrect responses.* • *The test administrator says, "Remember the story we just finished? We looked at all of these pictures while we read the story. (Indicate pictures.) Can you find the one from these three that we looked at while we were reading?"* • If the student responds correctly, a score of 3 is given. • If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.	• *The test administrator demonstrates counting with one set of CD cases and says, "Now you count your CD cases."* • *The test administrator says, "I will help you get started counting. One, two…"* • If the student responds correctly, a score of 3 is given. • If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

<u>Student responds accurately when test administrator provides basic yes/no questions or forced choices between two options. (2)</u>

The test administrator provides very specific information about what behavior is expected at this point. If the item is structured in a multiple-choice format, the test administrator may remove another one of the options (leaving 2 choices). Clearly providing a very narrow range of options, such as asking the student a yes or no question, is the type of assistance that may be provided. The test administrator may refocus the student's attention to the test activity with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at these two pictures"; touch the student's hand or elbow).

Example 1	**Example 2**
• *One more picture is removed, and only two choices remain. The test administrator asks, "Was the story about this picture or that picture?"*	• *The test administrator says, "Here are the five cases we are counting. One, two, three, four...what comes next? Five or six?"*
• If the student responds correctly, a score of 2 is given.	• If the student responds correctly, a score of 2 is given.
• If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.	• If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

<u>Student is guided to correct response by test administrator (e.g., modeling the correct response or providing full physical assistance) (1)</u>

The test administrator reduces the options available to the student so that only the one correct response is available and the student chooses that option. The test administrator also may model the correct response so that the student repeats that response. Hand-over-hand assistance may be provided at this point in the assessment: The student may be gently guided to indicate the correct response. Hand-over-hand assistance implies that the alternate student is allowing the test administrator to guide him/her to point to or otherwise indicate the correct response.

Example 1	Example 2
• *The correct picture is the only one left. The test administrator points to the one remaining picture and says, "This picture shows what the story was about. Can you show me the picture that shows what the story was about?" The test administrator then guides the student to the correct response.* • If the student responds to the administrator's guidance, a score of 1 is given. • If the student does not respond or actively resists, the test administrator will assign a score of 0.	• *The test administrator says, "Let me show you the cases while we count. One, two, three, four, five. Can you count them now, too?" The test administrator may take the student's hand to indicate each case as they count together.* • If the student responds to the administrator's guidance, a score of 1 is given. • If the student does not respond or actively resists, the test administrator will assign a score of 0.

<u>Student does not respond or actively resists. (0)</u>
By the time a student's performance reaches this point on the scoring rubric, previous forms of support, encompassed within categories 4 to 1, have been attempted for the item. **If the student shows a pattern of seriously resisting participation, is becoming fatigued, or is not attending to the test items in any way, it is recommended that the assessment be stopped and resumed at a later time.**

If the reading tasklet is halted at any time during administration, reread the story before beginning the remaining items. If the mathematics tasklet is halted at any time during administration, show the student the materials with which you were working, and review the last item that the student completed before halting the assessment. The same process should be applied to science tasklets.

Example 1	**Example 2**
• *The student refuses to participate in the test activity, resists hand-over-hand assistance, throws the materials, turns away, etc.* • *The student's responses are impossible to score; when guided to touch a picture, the student touches other objects.* • The assessment administrator will assign a score of 0.	• *The student mixes up or plays with the CD cases.* • *The student attends to other activities in the room and has no interaction with the test administrator or the assessment materials.* • The assessment administrator will assign a score of 0.

Scoring summary

The instructions and examples illustrate the following rules for scoring:

- Begin with the introductory items and score 4 or 0.
- Use the full scale of 4, 3, 2, 1, and 0 to score the following items in each tasklet. Start with level 4 and work systematically through the scaffolding system for every performance indicator, as necessary based on the student's response.
- Allow for appropriate wait time as you scaffold through each level of the scoring rubric.
- Do not repeat questions or directions numerous times.
- Visual, verbal, gestural, and physical cues are allowed in each level except 4.
- Record only one score for every item.
- Score at level 0 only if the student does not respond, or actively resists participation or prompting.
- Halt the administration if the student is showing a pattern of resisting, is becoming fatigued or is not participating in any way, and resume testing at another time.
- The student must start all 5 tasklets in each content area. Score every item in a tasklet until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the following assessment session, re-administer the final three items on which the student scored a 0. If the student receives a level 0 on three consecutive items again, halt the administration of the tasklet – leaving the remaining items in the tasklet blank and move on to the next tasklet. Reminder: If the student scores at level 0 for three consecutive items, the teacher must attempt to re-administer the tasklet.

RETURNING THE ASSESSMENT MATERIALS

After the assessment is completed, gather the assessment materials, which will be returned for <u>each student in a separate white plastic envelope labeled</u> "For return of CRT-ALTERNATE Test Materials." **The following materials must be returned:**
- CRT-Alternate Test Booklet
- Student Evidence Templates
- Teacher Recording Sheets
- Student Response Booklet (with barcode label attached)

You will receive CRT-Alternate Return Materials (one for each student) from your Test Coordinator for returning test materials. Please check carefully to make sure you have all of the materials.
- One barcode label for each student
  - **If you did not receive student barcode label, contact your Test Coordinator for a Student Identification Number.**
- Student Response Booklet (SRB) for each student (the SRB is the same for the CRT and the CRT-Alternate except for grade 3)
- White plastic envelope for returning each student's CRT-Alternate materials labeled "For return of CRT-ALTERNATE Test Materials." **There should be one envelope per student**

Please follow these steps when returning the assessment materials:
- Write the student's name and teacher name on the Student Response Booklet and transfer the scores from the CRT-Alternate Test Booklet to the Student Response Booklet (last section of the SRB).
- **Place a student barcode label in the designated area on the front page of the SRB.**
- **Be sure you have indicated the student took the alternate assessment on page 2 of the SRB.**
- **Write the student's full name in the designated area on the cover of the student's CRT-Alternate Test Booklet, and on all Student Evidence Templates and Teacher Recording Sheets.**
- Place the following student materials in the white plastic envelope:
  - CRT-Alternate Test Booklet
  - Evidence Templates
  - Teacher Recording Sheets
  - Student Response Booklet
  - Material Replacement Form (if necessary)

Return the envelopes to your test coordinator on or before **March 26, 2009.**

MAKING THE CRT-ALTERNATE ACCESSIBLE TO ALL STUDENTS

Adaptations and assistive technology are allowed

Because of the diversity in the population of students participating in the alternate assessment, test administrators will need to customize the materials and provide individualized ways for students to access the materials, participate in the assessment, and respond to test items. The same communication and response strategies routinely used with the student in daily instruction should be used in these tasklets. While preparing to implement the tasklets, think about the way in which you will deliver information to the student and the way in which the student will respond to you. Consider the student's physical, sensory, and cognitive skills when selecting and customizing test activity materials. There are no restrictions on the use of specialized materials and Assistive Technology (AT). **Use whatever approaches are effective in obtaining the best response from the student**. The use of supports will not affect the student's score.

Factors to consider when preparing to administer the CRT-Alternate:
- For students who receive related services as part of their educational program, therapists can provide guidance on optimal positioning and seating supports.
- Sensory and/or physical limitations may require modification in your delivery of a question or the use of alternatives to standard print materials.
- If the student uses some form of augmentative communication system, it is critical that response options are appropriate **for each item in the assessment**. This may necessitate the creation of different communication displays, overlays, or programming of a communication device.

Material kit

Test Material Kits have been prepared for each grade level. They include picture response choices for questions that are structured as multiple-choice items, and picture symbols that can be used to support communication for students who require augmentative communication supports. Materials included in the kit are labeled with content, grade, tasklet number, item number and what it is (e.g., picture card, sentence/picture strip, number cards). Reading passages in word/picture format have also been developed. Hard copies of these materials, as well as a CD with the materials on it, were sent to Test Coordinators and should be given to test administrators. Select the materials that are best suited to your student. Since it is not possible to anticipate every type of display that might be needed, you may need to further customize these materials before implementing the tasklets. Use the electronic version of the materials on the materials CD provided to manipulate images and text to meet the needs of your students. **Please note that access to a color printer is critical when you print these materials.** A Material Replacement Form is included in the Material Kits. Please fill out the form and place a check next to any materials that you need replaced for next year, and return it with the student test materials in the envelope labeled "For Return of CRT-

ALTERNATE Test Materials." After the administration of the assessment, all the Material Kits need to be returned to the Test Coordinator who will store them in a secure location for use in the following year of testing. <u>Please note that all materials needed to administer the test are not included in this kit.</u> Test administrators are responsible for gathering some materials (e.g., calculator, counters).

Implementation considerations for tasklets

The following examples are provided to demonstrate how various modifications or adaptations of the tasklets could encourage student responses.

<u>For tasklets that require the student to use a book, story, or other text</u>
- Select a book format that best matches the student's needs and interests (e.g., large-print or audio format, Braille, adapted book on CD, or videotape).
- Provide an auditory list of choices (e.g., "Do you want to listen to a tape, or watch a video, or look at the BIG book?").
- Add picture symbols to each page of the text to reduce the complexity of the message and highlight the essence of the story.
- Provide actual objects associated with the story for the student to select.
- Provide time/opportunity for the student to explore the book.
- Tell the student it is time to listen to the story.
- Engage the student in turning pages of the book by adding Velcro tabs or sticks to simplify page turning.
- Present objects/textures that correspond to what is going on in the story.

<u>For tasklets that require the student to identify pictures, match pictures, or sequence events in a story</u>
- Depict available choices by displaying pictures.
- Use Velcro strip boards or magnetic boards and pictures to which Velcro dots or magnets have been attached on the back.
- Enlarge pictures or pair them with objects or with yes/no symbol cards.

<u>For tasklets that ask the student to sequence a series of directions or place numbers in order</u>
- Use Velcro strip boards or magnetic boards with number cards to which Velcro dots or magnets have been attached on the back.
- Program a set of switches with auditory output, such as a Step-by-Step Communicator, with the number cards placed on top.
- Use raised dots.

For tasklets that require multiple-choice response options
- Create a loop tape with spoken choices to allow students to scan in an auditory mode.
- Use pictures or objects as response options and picture symbols for yes/no responses.
- Use multiple BIGmack switches which may allow the student to make choices and answer yes/no questions.

For tasklets that require an open-ended response
- If necessary, describe concepts from sentence strips in simple terms and provide visual aids to illustrate concepts.
- Provide communication supports (e.g., choice board, overlay on a vocal output device, yes/no board) for students to use to express the information you are asking of them.

CONTACT INFORMATION

Assessment materials

For questions regarding materials, shipments and return procedures, contact Measured Progress:

Lynn Albee   OR   Kevin Froton
Phone: 1-800-431-8901 x2309   Phone: 1-800-431-8901 x2196
Fax: 1-866-283-2197   Fax: 1-866-283-2197
E-mail: albee.lynn@measuredprogress.org   E-mail: kfroton@measuredprogress.org

Administration procedures

For questions regarding the administration of the test activities, contact the Montana Office of Public Instruction or Measured Progress:

Judy Snow   OR   Lynn Albee
Phone: 1-406-444-3656   Phone: 1-800-431-8901 x2309
E-mail: jsnow@state.mt.us   E-mail: albee.lynn@measuredprogress.org

Suggestions

For suggestions on how to adapt the test activities for your students:

Gail McGregor
Phone: 1-800-732-0323 or
        1-406-243-2348
E-mail: mcgregor@ruralinstitute.umt.edu

Teacher resource list

For help with the administration of the CRT-Alternate, the teachers listed below may be contacted:

Jessica Bowman – jbowman1976@gmail.com   Wilma Mellville – wilmam@harlem-hs.k12.mt.us
Don Christman – christmand@lockwood.k12.mt.us   Karen Nave – navek@hhs.havre.k12.mt.us
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CRT-Alternate Assessment Bias and Item Review Participants for Grades 4, 8, and 10 (Reading and Mathematics)

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Meredith Feddes, White Sulphur, MT
Heidi Foreman, Helena, MT
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